

## Teacher Resource: Phonics

**Phonics** is the relationship between the letters (graphemes) of written language and the individual sounds (phonemes) of spoken language.

*(National Reading Panel, 2000)*

### Beginning Letter-Sound Instruction

- There are no set rules that govern how quickly teachers should introduce letter-sound relationships. An important factor to consider when determining the rate of introduction is the performance of specific students.
- The order of introduction should be logical and consistent with the rate at which students can learn.
- Beginning instruction should introduce two or more single consonants followed by one or two short vowel sounds. The earliest relationships introduced should be those that enable students to begin working with and reading words *as soon as possible*. These relationships should have high utility; for example: the spellings *m, a, t, s, p*, and *h*. The following spellings have lower utility: *x* as in *box*; *gh*, as in *through*; *ey* as in *they*; and *a* as in *want*.
- Begin instruction for sound-letter relationships by choosing consonants such as *f, m, n, r*, and *s*, whose sounds can be pronounced in isolation. These sounds are considered continuous and are easier for students to blend.
- Instruction should separate the introduction of sounds for letters that are:
  - Auditorally confusing, such as */b/* and */v/* or */i/* and */e/*; or
  - Visually confusing, such as *b* and *d* or *p* and *g*.
- Use a combination of instructional methods and reinforcement.

Various Spellings for Vowel Sounds											
/ō/ oCe note oa boat oe toe o most ow grow ough though ou soul oo brooch ew sew eau beau owe owe au mauve		/ā/ aCe ape ai rain ay say ea steak ey they eigh eight a paper ei vein aigh straight et ballet hei heir aig champaign au gauge		/ī/ iCe kite ie tie i wild igh night y fly eigh height ais aisle ei stein ye dye uy guy ia diamond		/ē/ ee meet ea seat ie chief y funny e she iCe petite i variation ei receive eCe eve ey key		/ū/ uCe mule u pupil ew few ue continue eu feud hu huge eau beauty you you ut debut iew view		/oo/ oo boot ue blue ew new u super ui suit uCe flute ou soup oe shoe o do wo two ough through	
/ē/ e bed ea bread ai said ie friend ue guess a any ay says		/ī/ i in y myth e pretty ie sieve ui build		/er/ er faster ur turn ir girl or work ear learn yr myrtle ar dollar		/ū/ u tub ou touch oCe some a about o son oe does oo blood		/aw/ aw lawn au fraud a tall ough fought augh taught oa broad o toss ou cough		/ə/ a about e happen i direct o lesson u circus	
/ow/ ow cow ou out ough drought		/oi/ oi soil oy toy		/oo/ oo cook oul would u put		/ā/ a cat ai plaid		C = consonant			
Various Spellings of Consonant and Consonant Diagram Sounds											
/t/ t tab tt mitt bt debt pt receipt th thyme cht yacht ct indict ed talked ght bought		/k/ k kite c cat ck duck ch chorus lk yolk que opaque cc account cqu lacquer qu liquor sc viscount kh khaki		/l/ l lip ll full le sample el label tle castle sl island cl muscle ln kiln		/s/ s sip ss glass c cent ce voice ps psychology st listen z waltz sc science		/z/ z zip zz buzz s is ss scissors x xylophone cz czar si business sp raspberry sth asthma thes clothes se choose ze snooze		/sh/ sh fish s sure ti nation ch machine ci special se nauseous si mansion ss tissue t negotiate chs fuchsia	
/ng/ ng ring n pink ngue tongue				/b/ b big bb rubber pb cupboard		/w/ w wagon o once ou bivouac				/h/ h hot wh whole	
/g/ g gate gg egg gh ghost gue plague gu guilt		/p/ p hop pp happy ph diphtheria		/v/ v very ve nerve f of lve halve		/d/ d dog dd ladder ed called ld should		/r/ r rat wr write rrh myrrh rps corps rt mortgage rh rhino		/y/ y yes I onion e azalea ll tortilla	
/zh/ si vision s pleasure g rouge z azure ti equation ssi scission		/j/ j jet g gentle ge barge dge fudge d graduation dj adjust de grandeur		/ch/ ch cheese t nature tch match c cello che niche te righteous tu nature		/n/ n no nn inner kn know gn gnat pn pneumonia mn mnemonic nd handsome		/f/ f fat ff stuff ph phone gh tough lf calf ft often pph sapphire		/m/ m man mm simmer mb climb mn autumn lm calm gm paradigm	

Adapted from: Blevins, W. (1998). *Phonics from A to Z*. New York: Scholastic Professional Books.